

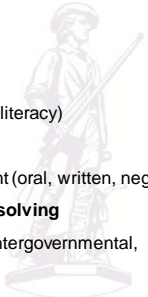


Slide 1



21st Century Soldier Competencies

- **Character and accountability**
 - Comprehensive fitness
- **Adaptability and initiative**
 - Lifelong learner (includes digital literacy)
- **Teamwork and collaboration**
 - Communication and engagement (oral, written, negotiation)
- **Critical thinking and problem solving**
 - Cultural and joint, interagency, intergovernmental, and multinational competence
- **Tactical and technical competence (full spectrum capable)**



Strength Maintenance Training Center

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Method of Instruction: CO
Facilitator to Student Ratio: 1:25
Time of Instruction: 15 minutes
Media: PowerPoint

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Michael R. Langston Sr.

DATE PREPARED: 27 March 2015

LEARNING OUTCOME: The goal of this lesson is for the student to have an thorough understanding of Recruiter Zone and Leader Zone and be able to QC an accession packet to prevent Recruiter irregularity and impropriety.

This lesson is associated with the following 21st Century Soldier Competencies which should be reinforced as much as possible.

- Character and accountability
- Adaptability and initiative
- Teamwork and Collaboration
- Critical thinking and problem solving
- Tactical and technical competence

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED:

Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

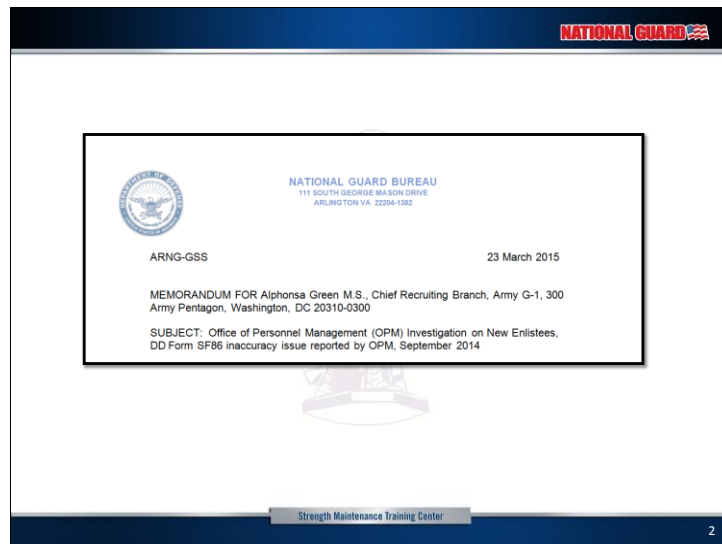
Safety Requirements: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator should conduct a risk assessment to include environmental considerations IAW FM 3-34.5, Environmental Considerations (MCRP 4-11B), and ensure students are briefed on hazards and control measures. Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34-5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL – RELATED RISK ASSESSMENT.

Foreign Disclosure: FD1, No limitations.

Slide 2



Concrete Experience

Note: Read the OPM Investigation memorandum

Publish:

Ask the students the following questions:


What in the memo stood out to you?

Process:

Ask the students the following questions:

How did this memorandum make you feel about Recruiting?

How would the information found in this memorandum affect your work environment?

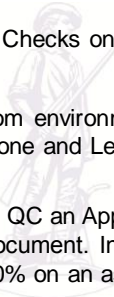


TERMINAL LEARNING OBJECTIVE

ACTION: Perform Quality Checks on an Applicant Packet

CONDITION: In a classroom environment with access to NGR 601-210, Recruiter Zone and Leader Zone and a Scenario

STANDARD: Student will QC an Applicant Packet IAW a scenario and supporting document. In order to receive a “GO,” student must receive a 100% on an associated rubric.



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Action – Perform Quality Checks on an Applicant Packet

Condition – In a classroom environment with access to NGR 601-210, Recruiter Zone and Leader Zone and a Scenario

Standard – Student will QC an Applicant Packet IAW a scenario and supporting document. In order to receive a “GO,” student must receive a 100% on an associated rubric.

Facilitator note: Attempt to link the TLO with the Concrete Experience.



Learning/Step Activity One – Verify Source Documents

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: PowerPoint

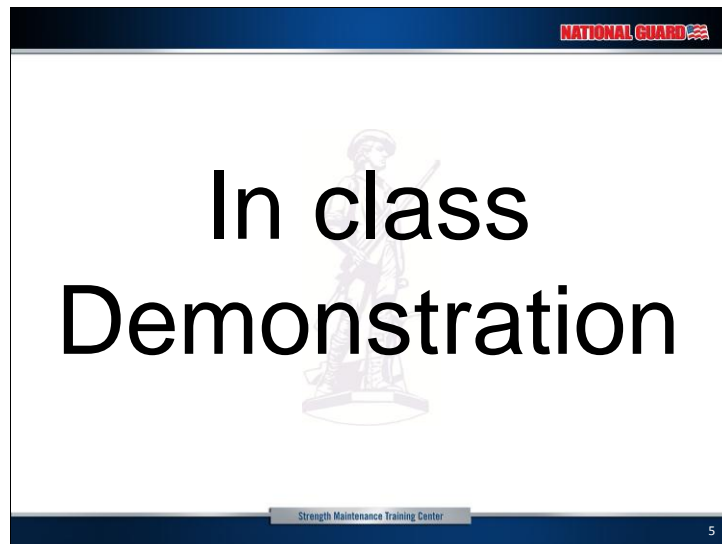
Facilitator note: Facilitate a discussion on each of the criteria below. Have the students open AR 601-210 and justify their answers by citing the para in AR 601-210 when discussing each of the following source documents:

Verify documentation: AR 601-210 Active and Reserve Component Enlistment Chapter 2 and Chapter 3

- a. Age, SSN, and Proper Name
- b. Prior Military Service
- c. Physical Disqualifications
- d. Citizenship Documentation/Residency Documentation
- e. Marital status

f. Dependency status

g. Aptitude Data



Learning/Step Activity Four – In class demonstration

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 2 hours

Media: PowerPoint

Facilitator note:

- Log in to Ikrome.
 - a. Production: <http://ikrome.usaac.army.mil/cac>
 - b. Student: <http://rtnikrome.ussac.army.mil>
- Select Leader Zone under Applications List or My Launcher.
- Under my tools, select people. (find people tab)
- Select the RSID of the packet that your are performing quality checks on. **(discuss the importance of this)**
- Change status from lead to applicant.
- Type the last name or social security number (with no dashes).
- Select search.
- Identify the applicant, then click on the applicants name in search results.

- In the selected persons screen, click processing.
- You should now see the applicants profile page with the last four of the SSN and PRID.
- Select view electronic packet in the “I want to” column.
 - a. Verification of birth/citizenship
 - b. SSN
 - c. DL/ID
 - d. Education documents (HS diploma, GED cert, College transcripts, College diploma etc.)
 - e. MEPCOM Form 680
 - f. DD Form 2807-2
 - g. DD Form 369
 - h. USAREC Form 1241
 - i. National Sex Offender Public Registry print out
- Now, click on every link within the questionnaire and verify the information.

Note: Some common mistakes include: duplicate 369s with different law violations from the same county, overlapping dates, drivers license numbers are incorrect, selective service number missing, legal and moral information not listed and middle names not correct.



REVIEW AND SUMMARY

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 15 minutes

Media: PowerPoint

DEVELOP

Facilitator Note: Facilitate a discussion on how to use this information in the field. Attempt to tie this back to the original Concrete Experience. Allow students to discuss real world scenarios related to the following topics:

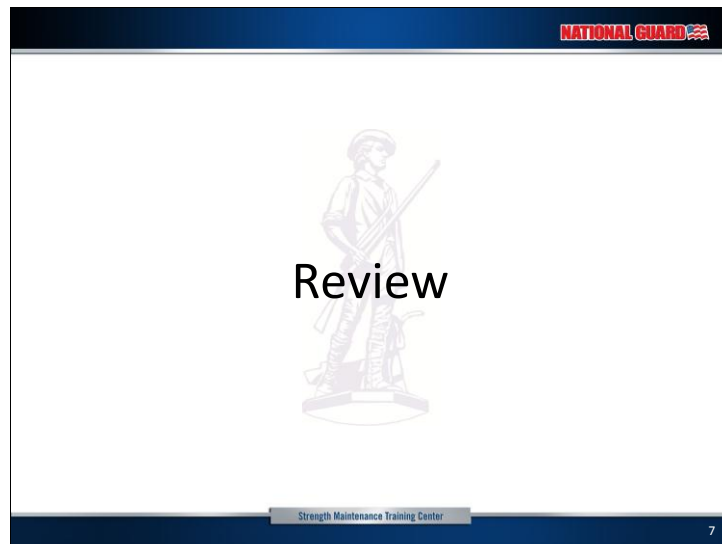
Facilitator note: Facilitate a discussion with the questions listed below:

What are some of the hurdles in utilizing the ARISS system the way it is supposed to be used as a processing tool versus a packet builder?

Will putting things in the proper perspective in life really work in Recruiting? If you say no why? If you say yes how are you planning of implementing it?

APPLY


Note: Show the Students the rubric in Blackboard and answer any questions the Students might have in regard to the rubric.

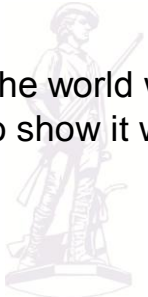


Summary:

In this lesson, we discussed Perform Quality Checks on an Applicant Packet. We utilized appropriate references to schedule daily, mid-term, and long-term goals and plans, recorded actions into Recruiter Zone, executed Plan and made changes as needed, and finally we utilized Leader Zone to provide Prospecting Guidance. Any questions?

Slide 8

NATIONAL GUARD 



“We live as if the world were the way
it should be, to show it what it can be.”
Josh Whedon

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